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# ASSESSMENT MODEL

In the model, educational assessment is defined as the process of delineating information needs, planning for data collection, obtaining information, and providing information for decision making. Figure 1 shows the four phases of the model - delineating, planning, obtaining, and providing - and specific tasks within each phase.

Figure 1

# ASSESSMENT MODEL

DELINEATE INFORMATION 1.	PLAN FOR DATA COLLECTION 2.	OBTAIN INFORMATION 3.	PROVIDE INFORMATION FOR DECISION MAKING 4.
Set Boundaries 1.1	Determine Types of Information 2.1	Collect Data 3.1	Prepare Report 4.1
Specify Decisions 1.2	Identify Sources of Information 2.2	Organize and Analyze Data 3.2	Make Decisions 4.2
Identify Back- ground Information Needs 1.3	Select Data Collection Devices 2.3		
	State Minimum Criteria Levels 2.4		
	Determine Sampling Procedure 2.5		

Once the decision to evaluate individualized instructional approaches in Occupational Education at the Technical Institute/Community College level has been made, the procedures specified in the model could be used to provide

information and feedback for decision making. A description of each phase of the model with suggestions for implementation follows. The examples included are for purposes of clarification of various aspects of the model.

The specific tasks involved in Phase 1 are shown in Figure 2.

**1.1. Establish Boundaries.** Establish boundaries or limits within which the assessment is to be implemented. Boundaries in a particular situation would include the educational areas to be assessed and should be limited to a manageable size and be factors of particular interest in an institution.

*Example: Courses in Vocational Education identified as using an individualized instructional approach.*

**1.2. Specify Decisions.** Specify decisions to be considered including the scope for assessment, personnel, budget limitations, time schedule, and questions to be answered by the assessment procedure.

**1.3. Define reason for assessment.** Identify and define reasons for assessment. This may include such factors as difficulties encountered in the program, community pressures, accountability, requests for data from the State Department of Public Education, or a lack of data relevant to the effectiveness of individualized instructional approaches.

*Example: Continuation of Federal funding requires assessment.*

**1.4. Decide on personnel to conduct assessment.** Identify the two principal individuals who are to be involved in the assessment procedure - the Assessor and the members of the Assessment team. Throughout the guidelines the Assessor is the individual(s) responsible for making final decisions on the basis of data provided by the assessment team.



## GUIDELINES FOR IMPLEMENTING THE ASSESSMENT MODEL

### Phase 1. Delineation of Information Needs

The specific tasks involved in Phase 1 are shown in Figure 2.

1.1. Set Boundaries. Establish boundaries or limits within which the assessment plan is to be implemented. Boundaries in a particular situation would include the educational areas to be assessed and should be limited to a manageable size and to factors of particular interest in an institution.

EXAMPLE: *Courses in Occupational Education classified as using an individualized instructional approach.*

1.2. Specify Decisions. Specify decisions to be considered including the reason for assessment, personnel, budget limitations, time schedule, and questions to be answered by the assessment procedure.

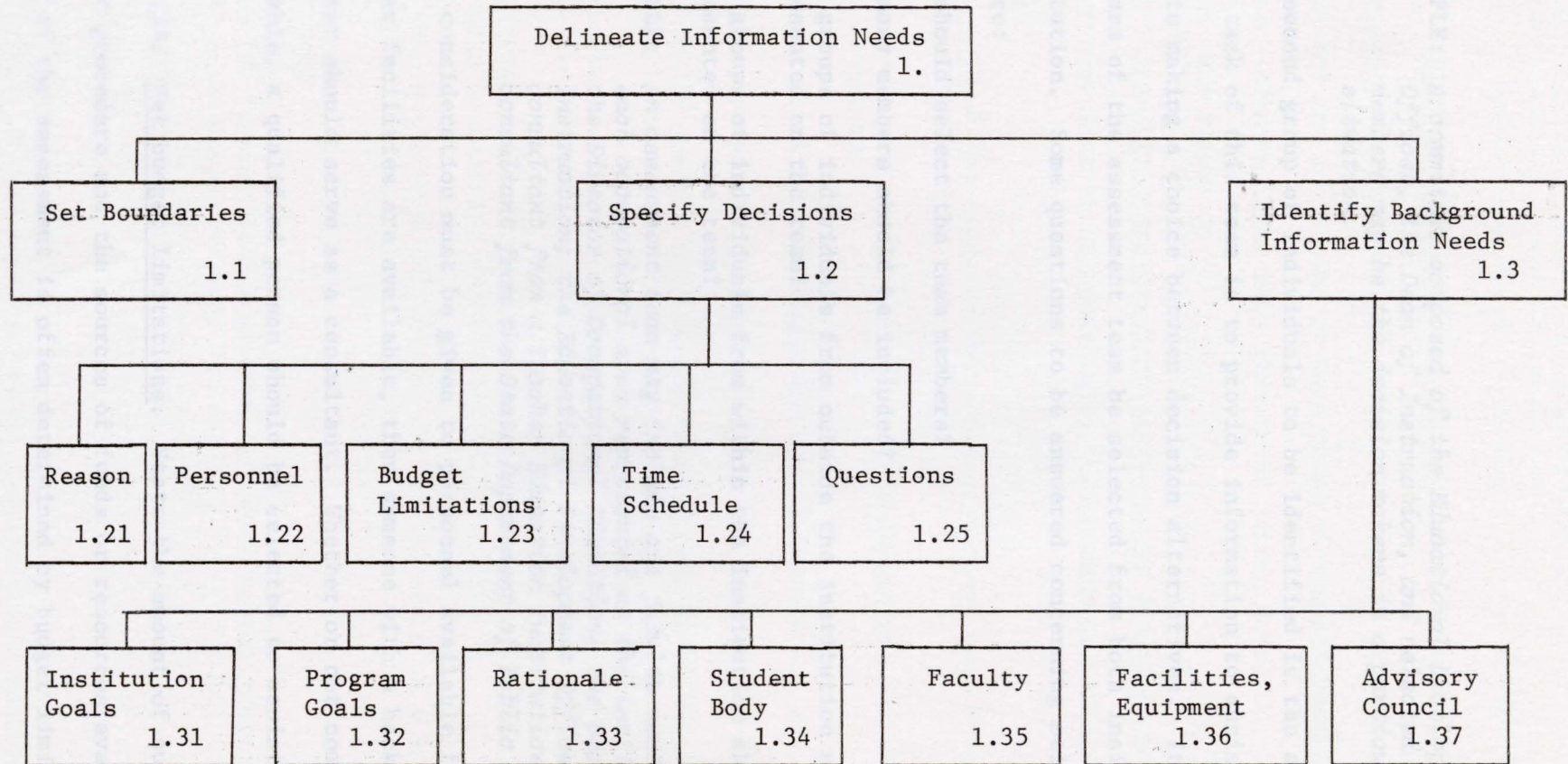
1.21. Define reason for assessment. Identify and define reasons for assessment. This may include such factors as difficulties encountered in the program, community pressures, accountability, requests for data from the State Department of Public Education, or a lack of data relevant to the effectiveness of individualized instructional approaches.

EXAMPLE: *Continuation of Federal funding requires assessment.*

1.22. Decide on personnel to conduct assessment. Identify the two groups of individuals who are to be involved in the assessment procedure - the decision makers and members of the assessment team. Throughout the guidelines the decision maker is the individual(s) responsible for making final decisions on the basis of data provided by the assessment team.

Figure 2

TASKS FOR DELINEATION OF INFORMATION NEEDS





EXAMPLE: *A committee composed of the Educational Development Officer, the Dean of Instruction, and selected faculty members may be the decision makers in a particular situation.*

The second group of individuals to be identified is the assessment team. The major task of this team is to provide information to assist the decision maker(s) in making a choice between decision alternatives. It is recommended that members of the assessment team be selected from both inside and outside the institution. Some questions to be answered concerning selection of team members are:

Who should select the team members?

How many members should be included?

What groups of individuals from outside the institution should be represented on the team?

What groups of individuals from within the institution should be represented on the team?

EXAMPLE: *An assessment team may include one faculty member from each occupational area represented at the institution; the Director of Occupational Education; the Dean of Instruction; the Educational Development Officer; a consultant from a Teacher Education Institution; and a consultant from the State Department of Public Education.*

Some consideration must be given to personnel available for data analysis. If computer facilities are available, then someone with a background in use of the computer should serve as a consultant. Whether or not computer facilities are available, a qualified person should be selected to assist with the data analysis.

1.23. Set budget limitations. State the amount of support for the assessment procedure and the sources of funds or resources available. Since the scope of the assessment is often determined by budget limitations, it may be necessary to assign priorities in order to direct the assessment procedure.



1.24. Plan time schedule. Establish a time schedule for the entire assessment procedure. This schedule should be planned in advance to assure adequate time for the completion of each phase of the assessment. Information reported after decisions have been made is of little value.

EXAMPLE: *See Figure 3.*

1.25. Identify questions to be answered by the assessment procedure.  
List specific questions to be answered by the assessment procedure.

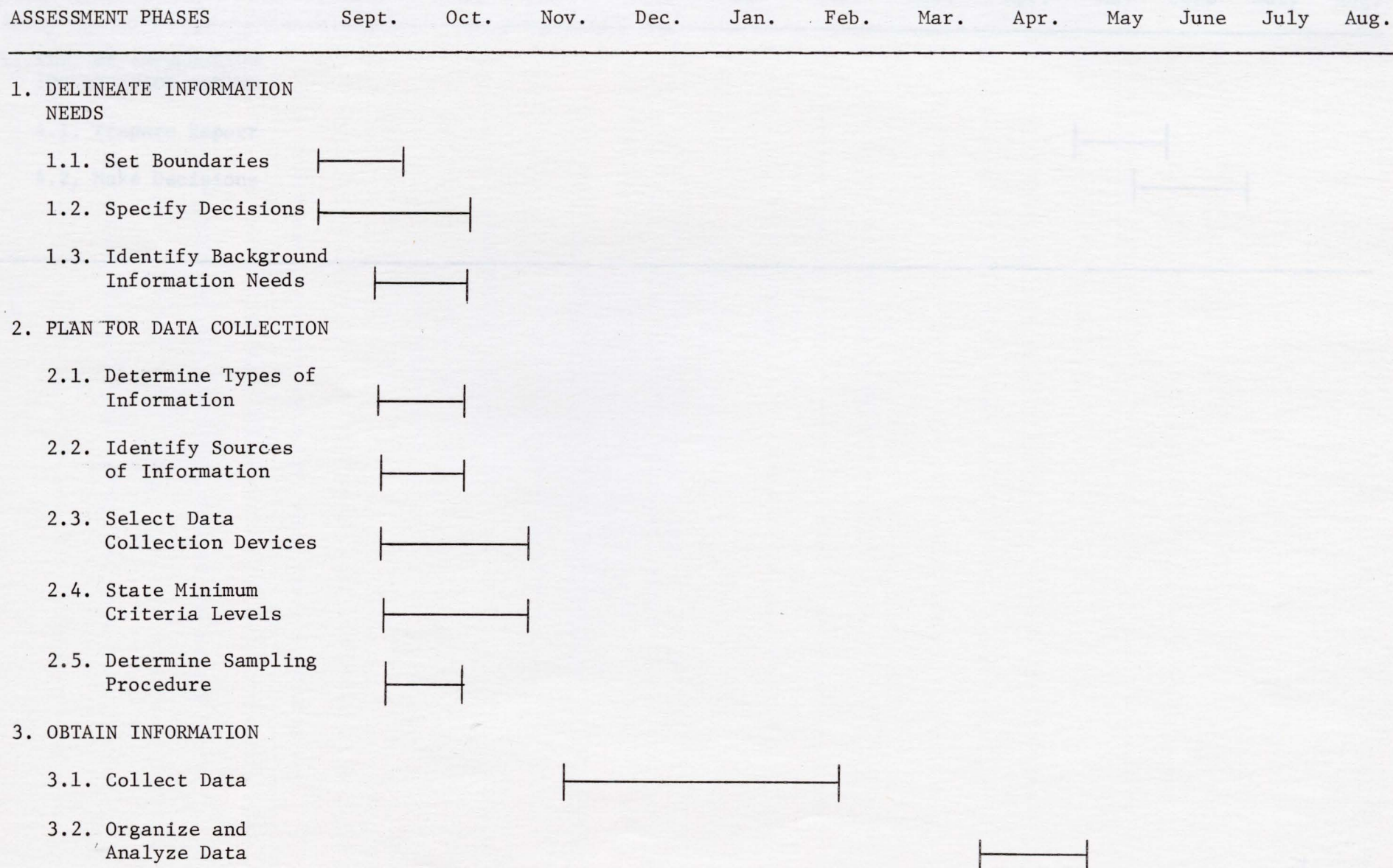
EXAMPLES:

1. Do \_\_\_\_% of the students in each course reach the objectives at the level specified?
2. What are the characteristics of the students who failed to reach the objectives?
3. Are the facilities adequate for the achievement of the objectives?
4. Is the expenditure of funds adequate for achieving the objectives?
5. Do faculty members incorporate as many aspects of individualized instruction as feasible in this setting?
6. How effective is the instruction provided by the faculty members as viewed by the students?
7. Do students indicate that course content as well as their total program is relevant and meeting their needs?
8. Do employment opportunities in the region serve as a basis for program planning and development?
9. Do students have a positive attitude toward the individualized courses?
10. Does the faculty have a positive attitude toward individualized instructional approaches?
11. Are students adequately prepared for employment?
12. What feedback have administrators received from various groups?
13. To what extent have expenditures for faculty, facilities, and/or materials changed with the use of individualized instructional approaches?



Figure 3

## SAMPLE TIME SCHEDULE



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ASSESSMENT PHASES

Sept.

Oct.

Nov.

Dec.

Jan.

Feb.

Mar.

Apr.

May

June

July

Aug.

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4. PROVIDE INFORMATION  
FOR DECISION MAKING

4.1. Prepare Report

4.2. Make Decisions

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14. How effective are the instructional materials?

15. Can expenditure of funds be justified by benefits received?

1.3 Identify Background Information Needs. Provide background information for the assessment procedure as follows:

1.31. Institutional goals and/or objectives. Obtain institutional goals and/or objectives. These objectives should clearly communicate the intent of the educational institution to the assessment team.

EXAMPLE: *To provide opportunity for the development of skills necessary to enter an occupational field.*

1.32. Program goals. Identify program goals. They should be stated so that the intent of the program(s) to be evaluated is communicated to the assessment team.

EXAMPLE: *To enable both male and female students to perform basic skills as a health assistant that will prepare them for employment.*

1.33. Rationale for decision to implement individualized instructional approach. Obtain reasons for implementing individualized instruction in the courses or programs to be assessed.

EXAMPLE: *Use of individualized instructional approaches may increase the degree to which educational needs of the individual student can be met.*

1.34. Characteristics of the student body. List variables to be considered in the assessment procedure including such characteristics as: age, school status, sex, marital status, achievement, and major area of study.

1.35. Characteristics of the faculty. Include demographic data describing the faculty such as educational background, work experience, number of years using individualized instructional approaches, type and amount of training in the use of individualized instructional approaches, sex, and number of years teaching experience.

1.36. Description of facilities, equipment, and materials. Describe the facilities, equipment, and materials available for use with the program. Facilities include the space, special equipment, and expendables needed for using individualized instructional approaches in the educational program(s).

1.37. Background information about advisory council members. Include such demographic data for the advisory council members as occupation, position, educational level, number of years in the occupation, sex, and number of years serving on the council.



## Phase 2. PLAN FOR DATA COLLECTION

Tasks included in this phase are shown in Figure 4. As decisions are made for task 2.1, 2.2, 2.3, and 2.4, record them on a planning sheet similar to the one in Figure 5.

2.1 Determine Types of Information. Identify specifically the information needed to answer questions previously developed for task 1.25.

EXAMPLES:	<u>Questions from 1.25</u>	<u>Types of Information</u>
	1	Achievement
	6	Reactions to Course and Instructor
	9	Attitude Toward Individualized Instruction
	11	Employee Traits
	14	Assessment of Individualized Instructional Materials

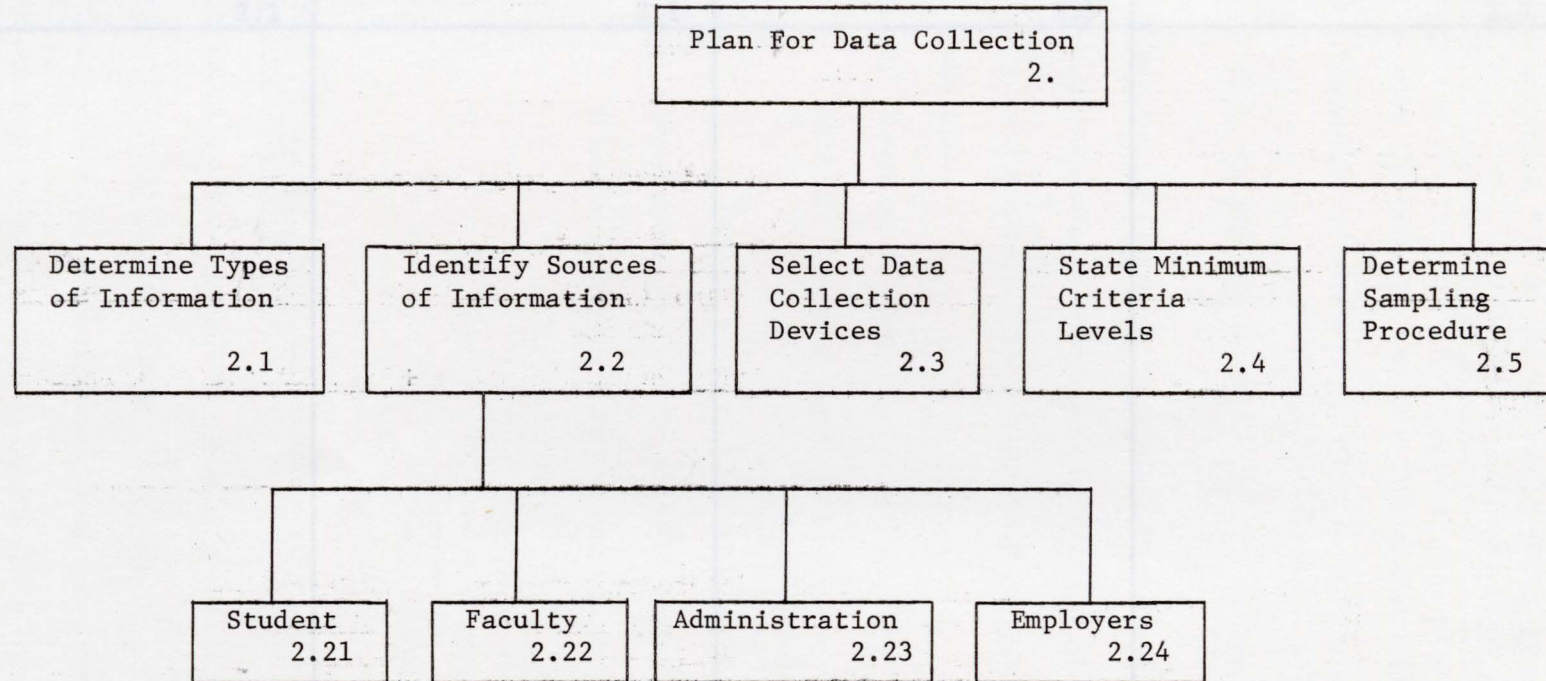
2.2 Identify Sources of Information. Identify groups of individuals from whom the different types of information can be obtained.

EXAMPLES:	<u>Sources</u>	<u>Types</u>
	Student	Achievement
	Faculty	Assessment of Individualized Instructional Materials
	Administrators	Attitude Toward Individualized Instruction
	Employers	Employee Traits

2.3 Select Appropriate Data Collection Devices. Select appropriate data collection devices for answering the assessment questions developed in task 1.25 and further clarified in tasks 2.1 and 2.2. Data collection devices are in packet A. A cover sheet relating source of information, type of information, and assessment devices is included with the packet. Specific instructions for use are provided with each instrument. If additional types of information are desired, the instruments for data collection must be developed or obtained.

Figure 4

TASKS FOR PLAN FOR DATA COLLECTION





## PLANNING SHEET FOR PHASE 2.

TYPES OF INFORMATION 2.1	SOURCE OF INFORMATION 2.2	DATA COLLECTION DEVICE 2.3	MINIMUM CRITERIA LEVELS 2.4
<p>1. The Procedures. Determine the procedures to be used for collecting information in the measurement procedure. If the number of persons providing information is not too large, all may be included. If too large, a sample may be drawn. A sample or</p>	<p>Measurement Procedure - Individualized Instruction Program</p> <p>Minimum Criteria Level - Instruction acceptable score for each factor on the inventory. If a '3', implying that the practice seems to have fully the three to satisfactory, then an acceptable score for factor 1, self-instruction, which included some stand, is the</p>	<p>Measurement Procedure - Assessment Test</p> <p>Minimum Criteria Level - Twenty per cent of the subjects should achieve the scores of twenty per cent for all the</p>	<p>Measurement Procedure - Assessment Test</p> <p>Minimum Criteria Level - Twenty per cent of the subjects should achieve the scores of twenty per cent for all the</p>

EXAMPLES: *Question 1 - Do 90 per cent of the students in the course achieve at a 90 per cent level on all of the objectives?*

*Data Collection Device - Achievement Test.*

*Question 10 - Does the faculty have a positive attitude toward individualized instructional approaches?*

*Data Collection Device - Individualized Instruction Attitude Scale.*

2.4 State Minimum Criteria Levels. Establish the minimum score or criteria for each assessment measure prior to the collection of data. The statement of these criteria is dependent upon the assessment questions previously developed in task 1.25.

EXAMPLE: 1. *Assessment Procedure - Achievement Test*

*Minimum Criteria Level - Ninety per cent of the students should achieve test scores of ninety per cent for all the objectives.*

2. *Assessment Procedure - Individualized Instruction Inventory*

*Minimum Criteria Level - Establish acceptable scores for each factor on the inventory. If a '3', implying that the practice occurs at least half the time, is satisfactory, then an acceptable score for Factor I, Self Evaluation, which included three items, is nine or above.*

IT MUST BE REMEMBERED THAT THESE ARE EXAMPLES, AND CRITERIA SHOULD BE ESTABLISHED TO FIT EACH ASSESSMENT SITUATION!

2.5 Determine Sampling Procedure. Determine the procedure to be used for selecting participants in the assessment procedure. If the number of persons within the groups providing information is not too large, all may be included. However, if the number is too large, a sample may be drawn. A sample or samples may be chosen by any random sampling method.

EXAMPLE: *Select a simple random sample using a table of random numbers.*

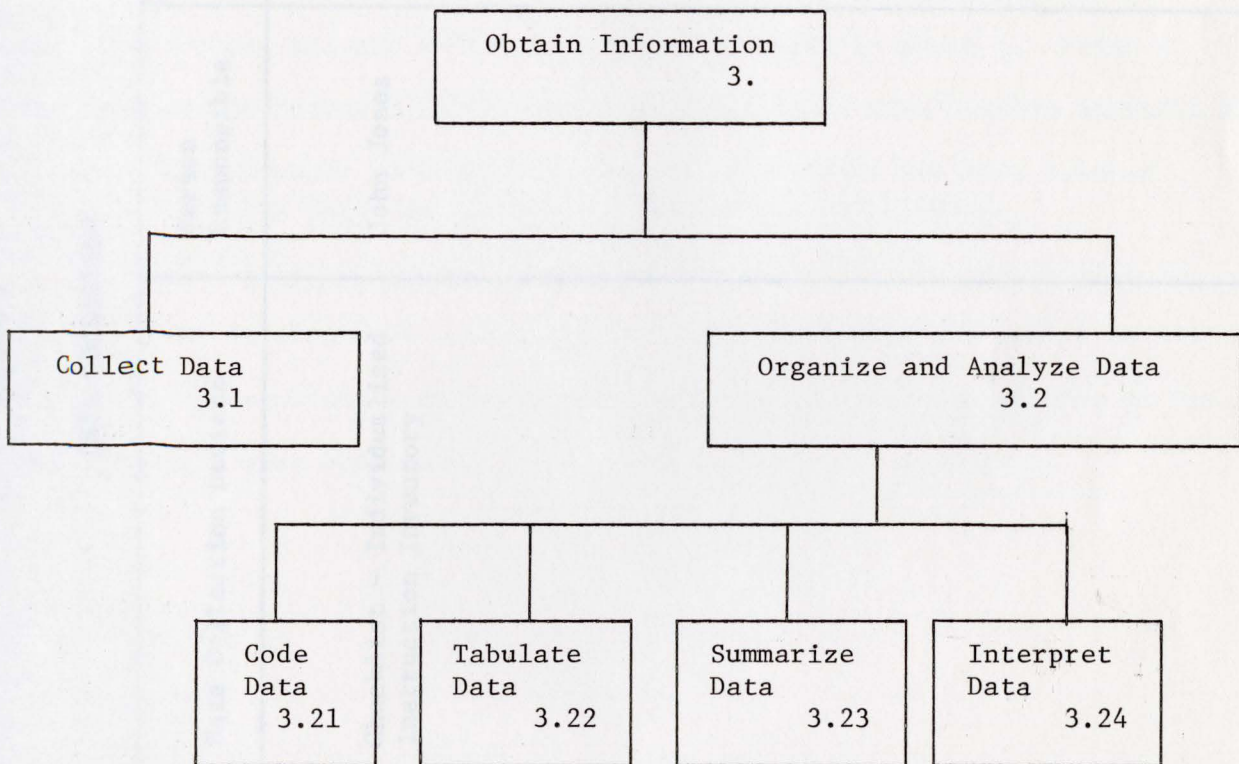


## Phase 3. OBTAIN INFORMATION

Tasks included in this phase are shown in Figure 6.

Figure 6

## TASKS FOR OBTAINING INFORMATION



3.1 Collect Data. Develop a schedule for data collection based on the tasks completed in phase 2. Include the following items in the schedule: source of information, sample size, data collection devices, person responsible for seeing that these data are collected, time or schedule for completing data collection, and date actually completed.

EXAMPLE: See Figure 7.

Figure 7

## DATA COLLECTION

Source of Information	Sample Size	Data Collection Devices	Person Responsible	Schedule	Date Completed
EXAMPLE:  Faculty	All	Checklist - Individualized Instruction Inventory	John Jones	January	February 10, 1975



### 3.2 Organize and Analyze Data. Code, tabulate, summarize, and interpret data.

3.21. Code data. Tasks at this stage depend upon whether or not computer services are available. Regardless of the procedure to be used, the consultant referred to in phase 1 will be responsible for assisting with these tasks.

3.22. Tabulate data. Refer to task 3.21.

3.23. Summarize data. Summarize data on the basis of information needed to provide answers to the questions developed in phase 1. Refer to "Suggestions for Criteria Levels and Summarization of Data" within Appendix.E.

EXAMPLE: *Compute or record the number of students who have reached the level of performance previously established.*

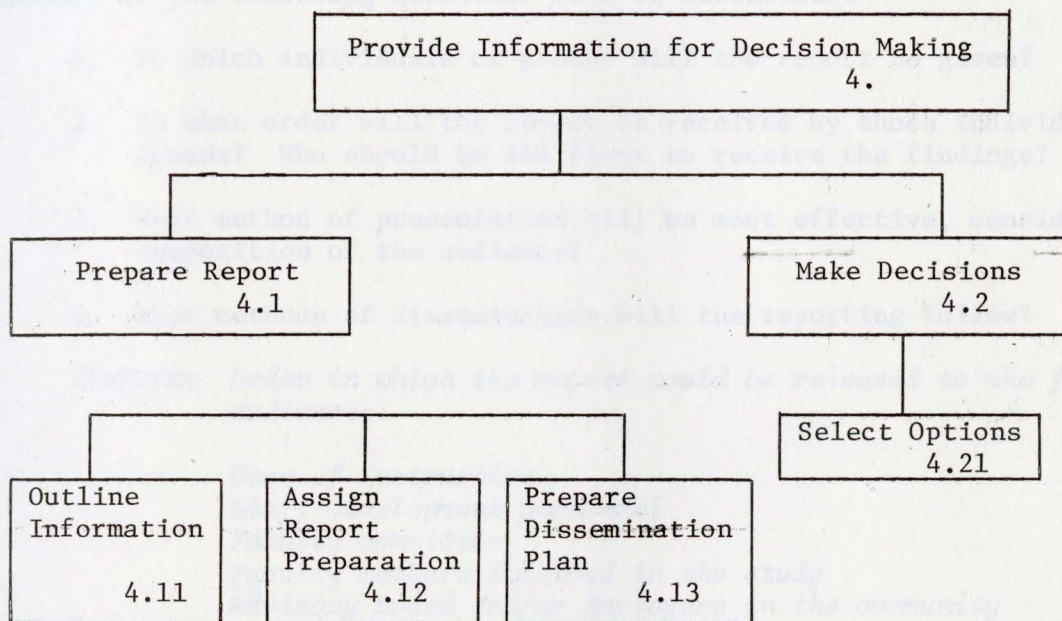
3.24. Interpret data. Summarize the data obtained in relation to the questions developed in task 1.25. Criteria that were previously established in 2.4 are now applied to the available evidence to determine whether or not these criteria have been met.

Phase 4. PROVIDE INFORMATION FOR  
DECISION MAKING

Tasks to be performed within this task area appear in Figure 8.

Figure 8

TASKS FOR PROVIDING INFORMATION  
FOR DECISION MAKING



4.1 Prepare Report. Outline information to be included in the report, identify personnel to complete the report, and develop a plan for dissemination of the report.

4.11. Outline information to be included in the report. Present information according to the four phases of the model or use the technical research paper format which includes an introduction, procedures, findings, summary, and implications.



4.12. Assign preparation of report to selected personnel. Select personnel to prepare the report in a suitable form for dissemination to the different audiences. Included in this task is the identification of needed clerical and printing assistance.

4.13. Prepare plan for dissemination of report. Identify audiences to receive the report and methods to be used in transmitting the report.

Answers to the following questions must be determined.

1. To which individuals or groups will the report be given?
2. In what order will the report be received by those individuals and/or groups? Who should be the first to receive the findings?
3. What method of presentation will be most effective, considering the composition of the audience?
4. What methods of dissemination will the reporting follow?

EXAMPLE: *Order in which the report would be released to the following audiences:*

*Dean of Instruction  
Staff Development personnel  
Faculty committee  
Faculty members involved in the study  
Advisory Board and/or Employers in the community*

EXAMPLE: *Method of dissemination*

*Seminars  
Workshops  
Placement of complete copies in library, media center,  
faculty work centers*

4.2 Make Decisions. Select the best decision options.

4.21. Select options. The decision maker(s) control(s) the decision to be made based on the data. Possible options are to maintain, modify, expand, contract, or terminate the individualized instructional approach being assessed. Background information collected in the first phase of the

assessment procedure must be considered as results of the data collected in phase three are examined.

EXAMPLE: *If the criterion was established that ninety per cent of the students should achieve ninety per cent on all of the objectives and achievement test scores indicated that this had occurred, then the decision option to maintain the use of individualized instruction in the program could be selected. However, if the data obtained indicated that this criterion had not been met, then a different option would be recommended.*



## DATA COLLECTION

- I. Format for Collection of Data
- II. Data Collection Devices
  - A. Student Assessment Devices
    - 1. Reactions to Course, Instructor, and Instructional Materials
    - 2. Illinois Course Evaluation
    - 3. Individualized Instruction Attitude Scale
  - B. Faculty Assessment Devices
    - 1. Individualized Instruction Inventory
    - 2. Individualized Instruction Attitude Scale
    - 3. Assessment of Individualized Instructional Materials
  - C. Administrator Assessment Devices
    - 1. Individualized Instruction Attitude Scale
    - 2. Cost-Benefit Analysis
  - D. Employer Assessment Devices
    - 1. Employee Performance
    - 2. Employment Checklist
    - 3. Assessment of Employee Traits
    - 4. Minnesota Satisfactoriness Scales
- III. Data Summarization Forms
  - 1. Profile for Individualized Instruction Attitude Scale
  - 2. Profile for Individualized Instruction Inventory
- IV. Suggestions for Criteria Levels and Summarization of Data

## I. FORMAT FOR COLLECTION OF DATA

SOURCE OF INFORMATION	TYPES OF INFORMATION	ASSESSMENT DEVICE
Student	Achievement	Achievement Test
	Course, Instructor and Instructional Materials Assessment	Reactions to Course, Instructor, and Instructional Materials Illinois Course Evaluation
	Attitude toward Individualized Instruction	Individualized Instruction Attitude Scale
Faculty	Use of Individualized Instructional Approaches	Individualized Instruction Inventory
	Attitude Toward Individualized Instruction	Individualized Instruction Attitude Scale
	Assessment of Instructional Materials	Assessment of Individualized Instructional Materials
Administrators	Attitude Toward Individualized Instruction	Individualized Instruction Attitude Scale
	Analysis of Cost per Student	Cost-Benefit Analysis
Employers	Performance of Employee on the Job	Employee Performance
	Employment Status of Employee	Employment Checklist
	Employee Traits	Assessment of Employee Traits
	Satisfactoriness of Employee	Minnesota Satisfactoriness Scale



## DATA COLLECTION DEVICES

## REACTIONS TO COURSE, INSTRUCTION, AND INSTRUCTIONAL MATERIALS

Course Title \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Describe your status as a student by checking the appropriate response.

1. I am a: \_\_\_\_\_ a. Female, under 25 \_\_\_\_\_ b. Male, under 25  
 \_\_\_\_\_ c. Female, 25 or over \_\_\_\_\_ d. Male, 25 or over

2. I am a \_\_\_\_\_ Full-time student \_\_\_\_\_ Part-time student

3. I have attended this school: \_\_\_\_\_ 1 - 2 quarters  
 \_\_\_\_\_ 3 - 5 quarters  
 \_\_\_\_\_ 6 or more quarters

4. Expected grade for this course:

\_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ Other (Specify) \_\_\_\_\_  
 \_\_\_\_\_ C \_\_\_\_\_ D or F \_\_\_\_\_

5. I had sufficient preparation to enroll in this course. \_\_\_\_\_ Yes \_\_\_\_\_ No

Part 2. DIRECTIONS FOR STUDENT ASSESSMENT DEVICES: Following statements describe instructor attributes. Circle the number which best represents your rating as to whether the statement is:

1. Not Descriptive (ND)  
 2. Somewhat Descriptive (SD)  
 3. Undecided (U)  
 4. Descriptive (D)  
 5. Highly Descriptive (HD)

Instructor Attributes	ND	SD	U	D	HD
The Instructor:					
1. Knows the subject matter.	1	2	3	4	5
2. Is willing to work with students other than during scheduled class time.	1	2	3	4	5
3. Accepts constructive criticism.	1	2	3	4	5
4. Grades fairly.	1	2	3	4	5
5. Is aware of students needs, abilities, and interests.	1	2	3	4	5
6. Establishes a classroom and/or laboratory situation conducive to learning.	1	2	3	4	5
7. Makes no threat.	1	2	3	4	5



## REACTIONS TO COURSE, INSTRUCTOR, AND INSTRUCTIONAL MATERIALS

Course Title \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Describe your status as a student by checking the appropriate response.

1. I am a: \_\_\_\_\_ a. Female, under 25 \_\_\_\_\_ b. Male, under 25  
 \_\_\_\_\_ c. Female, 25 or over \_\_\_\_\_ d. Male, 25 or over

2. I am a \_\_\_\_\_ Full-time student \_\_\_\_\_ Part-time student

3. I have attended this school: \_\_\_\_\_ 1 - 3 quarters  
 \_\_\_\_\_ 4 - 6 quarters  
 \_\_\_\_\_ 7 or more quarters

4. Expected grade for this course:

\_\_\_\_\_ A \_\_\_\_\_ C \_\_\_\_\_ Other (Specify)  
 \_\_\_\_\_ B \_\_\_\_\_ D or F \_\_\_\_\_

5. I had sufficient preparation to enroll in this course. \_\_\_\_ Yes \_\_\_\_ No.

Part I. DIRECTIONS FOR INSTRUCTOR ASSESSMENT: The following statements describe instructor attributes. Circle the number which best represents your rating as to whether the statement is:

1. Not Descriptive (ND)  
 2. Somewhat Descriptive (SD)  
 3. Undecided (U)  
 4. Descriptive (D)  
 5. Highly Descriptive (HD)

Instructor Attributes	ND	SD	U	D	HD
The Instructor:					
1. Knows the subject matter.	1	2	3	4	5
2. Is willing to work with students other than during scheduled class time.	1	2	3	4	5
3. Accepts constructive criticism.	1	2	3	4	5
4. Grades fairly.	1	2	3	4	5
5. Is aware of students needs, abilities, and interests.	1	2	3	4	5
6. Establishes a classroom and/or laboratory situation conducive to learning.	1	2	3	4	5
7. Makes me think.	1	2	3	4	5

Instructor Attributes (Continued)		ND	SD	U	D	HD
8.	Respects students.	1	2	3	4	5
9.	Has a sense of humor.	1	2	3	4	5
10.	Comments _____					

DIRECTIONS FOR COURSE ASSESSMENT: Read each statement or phrase carefully and decide how well it describes the course. Please rate each statement or phrase by circling the numbers as follows:

1. Not Descriptive (ND)
2. Somewhat Descriptive (SD)
3. Undecided (U)
4. Descriptive (D)
5. Highly Descriptive (HD)

Overall Course Assessment		ND	SD	U	D	HD
1.	Content was neither too difficult nor too easy.	1	2	3	4	5
2.	I was unsure of what I was supposed to be learning.	1	2	3	4	5
3.	Objectives for each set of learning experiences or assignments were clearly stated and discussed.	1	2	3	4	5
4.	Learning experiences and assignments were helpful in reaching objectives.	1	2	3	4	5
5.	At the end of the course I was still faced with many unanswered questions about the material covered.	1	2	3	4	5
6.	Tests, exams, and/or other evaluation techniques were fair assessments of what was taught.	1	2	3	4	5
7.	Evaluation occurred frequently throughout the course.	1	2	3	4	5
8.	I would recommend that changes be made in the course before using it with other students.	1	2	3	4	5
9.	Evaluation materials helped me to identify my strengths and weaknesses.	1	2	3	4	5
10.	A variety of materials and learning experiences were available for student selection.	1	2	3	4	5
11.	After completing the course, I was more interested in and/or favorably impressed with the general subject matter than I was before taking the course.	1	2	3	4	5



Overall Course Assessment (Continued)

ND SD U D HD

The course:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 12. was designed to adequately develop skills and competencies. | 1 | 2 | 3 | 4 | 5 |
| 13. covered the material stated in the course description.      | 1 | 2 | 3 | 4 | 5 |
| 14. was well organized.   | 1 | 2 | 3 | 4 | 5 |
| 15. directly contributed to preparation for employment.         | 1 | 2 | 3 | 4 | 5 |
| 16. would be one I would recommend to others.                   | 1 | 2 | 3 | 4 | 5 |
| 17. was worthwhile.   | 1 | 2 | 3 | 4 | 5 |
| 18. Comments _____  |   |   |   |   |   |

DIRECTIONS FOR ASSESSMENT OF INSTRUCTIONAL MATERIALS: Please be honest in answering the following questions concerning instructional materials used in this course. Your assessment will be helpful in determining whether or not revisions are needed. Circle the number which best represents your rating of instructional materials according to the following key:

1. Not Descriptive (ND)
2. Somewhat Descriptive (SD)
3. Undecided (U)
4. Descriptive (D)
5. Highly Descriptive (HD)

Instructional Materials

ND SD U D HD

The instructional materials:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. were well organized. The concepts were highly related to each other.   | 1 | 2 | 3 | 4 | 5 |
| 2. were redundant. I was bored by the repetition of ideas.  | 1 | 2 | 3 | 4 | 5 |
| 3. contained irrelevant information.  | 1 | 2 | 3 | 4 | 5 |
| 4. were designed so that I could easily follow the instructions and complete the activities.                        | 1 | 2 | 3 | 4 | 5 |
| 5. contained many unfamiliar words. I often did not understand what was going on.                                   | 1 | 2 | 3 | 4 | 5 |
| 6. included pre-test and post-test questions which adequately tested my knowledge of the main points of the course. | 1 | 2 | 3 | 4 | 5 |

<u>Instructional Materials (Continued)</u>		ND	SD	U	D	HD
7.	included questions which provided valuable feedback on how I was doing.	1	2	3	4	5
8.	were available for use when needed.	1	2	3	4	5
9.	contained activities that seemed like needless busy work.	1	2	3	4	5

Which instructional materials were most helpful in this course?

Which instructional materials were least helpful in this course?

Availability. The CRQ is available, upon request, under the following service policy which includes:

1. Supplying forms and directions for administration at a cost of 18¢ per student tested plus postage. Optional essay sections cost 5¢ each.
2. Scoring, punching cards, and producing two copies of the results.
3. Sending a maximum of one user's manual with a minimum order of 100 forms; additional manuals are available for 30¢ each.
4. Producing summary results across department or college on the CRQ (raws and subscales (optional)).

Address orders or requests for additional information to:

Office of Instructional Resources  
Measurement and Research Division  
307 Engineering Hall  
University of Illinois  
Urbana, Illinois 61801

Phone: 217-243-3490



ILLINOIS COURSE EVALUATION QUESTIONNAIRE (CEQ)  
Copyright 1972

Description. The Illinois Course Evaluation Questionnaire (CEQ) was developed for use in collecting student attitudes towards a course. Its major purpose is to enable faculty members to collect evaluative information about their teaching. Form 73 of the CEQ (see next page) contains 23 items which may be scored on the following five subscales: General Course Attitude, Course Content, Method of Instruction, Interest and Attention of the Students, and the Instructor. The 46 optional item response section I and the 16 optional item section II allow instructors and departments to include questions that can provide more detailed diagnostic feedback.

Availability. The CEQ is available, upon request, under the following service policy which includes:

1. Supplying forms and directions for administration at a cost of 18¢ per student tested plus postage. Optional item sections cost 6¢ each.
2. Scoring, punching cards, and producing two copies of the results.
3. Sending a maximum of one user's manual with a minimum order of 100 forms; additional manuals are available for 50¢ each.
4. Producing summary results across department or college on the CEQ items and subscales (optional).

Address orders or requests for additional information to:

Office of Instructional Resources  
Measurement and Research Division  
307 Engineering Hall  
University of Illinois  
Urbana, Illinois 61801

Phone: 217-333-3490



MARK ONLY ONE RESPONSE PER ITEM USING PENCIL ONLY. ANSWERS CHANGED AND COMPLETELY.

SAMPLE MARKS

a) SA ☐ A ☐ D ☐ SDb) SA ☐ A ☐ D ☐ SD

1 COURSE CODE		2 ARE YOU FRESH		3 YOUR EXPECTED GRADE		4 ARE YOU TAKING THIS COURSE FOR		5 SPECIAL CODE		6 THIS COURSE IS WITHIN YOUR		7 ARE YOU		8 SEMESTER		9 RATE THE FOLLOWING	
0000000000		FRESH		A		PASS/FAIL		1 2 3 4 5 6 7 8 9		MAJOR		MALE		FALL		COURSE IN GENERAL	
1111111111		SOPH		B		YES				MINOR		FEMALE		SPRING		EXCELLENT	
2222222222		JUNIOR		C		NO				OTHER				SUMMER		VERY GOOD	
3333333333		SENIOR		D												GOOD	
4444444444		GRAD		E												FAIR	
5555555555		OTHER														POOR	
6666666666																VERY POOR	
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9999999999																	

(Number)

(Name)

THE NAME AND NUMBER OF THIS COURSE IS

- 1 SA ☐ A ☐ D ☐ SD I would take another course that was taught this way.
- 2 SA ☐ A ☐ D ☐ SD The instructor seemed to be interested in students as persons.
- 3 SA ☐ A ☐ D ☐ SD I would have preferred another method of teaching in this course.
- 4 SA ☐ A ☐ D ☐ SD It was easy to remain attentive.
- 5 SA ☐ A ☐ D ☐ SD The instructor did NOT synthesize, integrate or summarize effectively.
- 6 SA ☐ A ☐ D ☐ SD NOT much was gained by taking this course.
- 7 SA ☐ A ☐ D ☐ SD The instructor encouraged the development of new viewpoints and appreciations.
- 8 SA ☐ A ☐ D ☐ SD I learn more when other teaching methods are used.
- 9 SA ☐ A ☐ D ☐ SD The course material seemed worthwhile.
- 10 SA ☐ A ☐ D ☐ SD The instructor was excellent.
- 11 SA ☐ A ☐ D ☐ SD The instructor demonstrated a thorough knowledge of the subject matter.
- 12 SA ☐ A ☐ D ☐ SD I would rather NOT take another course from this instructor.
- 13 SA ☐ A ☐ D ☐ SD It was a very worthwhile course.
- 14 SA ☐ A ☐ D ☐ SD Some things were NOT explained very well.
- 15 SA ☐ A ☐ D ☐ SD The course material was too difficult.
- 16 SA ☐ A ☐ D ☐ SD This was one of my poorest courses.
- 17 SA ☐ A ☐ D ☐ SD The instructor seemed to consider teaching as a chore or routine activity.
- 18 SA ☐ A ☐ D ☐ SD It was quite interesting.
- 19 SA ☐ A ☐ D ☐ SD I think that the course was taught quite well.
- 20 SA ☐ A ☐ D ☐ SD The course content was excellent.
- 21 SA ☐ A ☐ D ☐ SD Some days I was NOT very interested in this course.
- 22 SA ☐ A ☐ D ☐ SD It was quite boring.
- 23 SA ☐ A ☐ D ☐ SD Overall, the course was good.

## OPTIONAL ITEM SECTION II

- 70 A ☐ B ☐ C ☐ D ☐ E 71 A ☐ B ☐ C ☐ D ☐ E 72 A ☐ B ☐ C ☐ D ☐ E 73 A ☐ B ☐ C ☐ D ☐ E 74 A ☐ B ☐ C ☐ D ☐ E 75 A ☐ B ☐ C ☐ D ☐ E 76 A ☐ B ☐ C ☐ D ☐ E 77 A ☐ B ☐ C ☐ D ☐ E
- 78 A ☐ B ☐ C ☐ D ☐ E 79 A ☐ B ☐ C ☐ D ☐ E 80 A ☐ B ☐ C ☐ D ☐ E 81 A ☐ B ☐ C ☐ D ☐ E 82 A ☐ B ☐ C ☐ D ☐ E 83 A ☐ B ☐ C ☐ D ☐ E 84 A ☐ B ☐ C ☐ D ☐ E 85 A ☐ B ☐ C ☐ D ☐ E

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24	SA	A	D	SD	47	SA	A	D	SD
25	SA	A	D	SD	48	SA	A	D	SD
26	SA	A	D	SD	49	SA	A	D	SD
27	SA	A	D	SD	50	SA	A	D	SD
28	SA	A	D	SD	51	SA	A	D	SD
29	SA	A	D	SD	52	SA	A	D	SD
30	SA	A	D	SD	53	SA	A	D	SD
31	SA	A	D	SD	54	SA	A	D	SD
32	SA	A	D	SD	55	SA	A	D	SD
33	SA	A	D	SD	56	SA	A	D	SD
34	SA	A	D	SD	57	SA	A	D	SD
35	SA	A	D	SD	58	SA	A	D	SD
36	SA	A	D	SD	59	SA	A	D	SD
37	SA	A	D	SD	60	SA	A	D	SD
38	SA	A	D	SD	61	SA	A	D	SD
39	SA	A	D	SD	62	SA	A	D	SD
40	SA	A	D	SD	63	SA	A	D	SD
41	SA	A	D	SD	64	SA	A	D	SD
42	SA	A	D	SD	65	SA	A	D	SD
43	SA	A	D	SD	66	SA	A	D	SD
44	SA	A	D	SD	67	SA	A	D	SD
45	SA	A	D	SD	68	SA	A	D	SD
46	SA	A	D	SD	69	SA	A	D	SD



PLEASE USE THIS SIDE OF THE FORM FOR YOUR PERSONAL COMMENTS ON TEACHER EFFECTIVENESS AND GENERAL COURSE VALUE THEN TURN IT OVER AND ANSWER THE OBJECTIVE QUESTIONS ON THE OTHER SIDE, USING PENCIL ONLY. YOUR INSTRUCTOR WILL NOT SEE YOUR COMPLETED EVALUATION UNTIL AFTER FINAL GRADES ARE IN FOR YOUR COURSE.

## COURSE CONTENT

PLEASE GIVE YOUR COMMENTS ON THE COURSE CONTENT, SUBJECT MATTER, AND ANY PARTICULAR RELEVANCE THIS COURSE HAS HAD TO YOUR AREA OF STUDY.

## INSTRUCTORS

WRITE THE NAME OF YOUR PRINCIPAL INSTRUCTOR \_\_\_\_\_ T.A. \_\_\_\_\_

WHAT ARE YOUR GENERAL COMMENTS ABOUT THE INSTRUCTOR(S) IN THIS COURSE?

## INSTRUCTIONAL OBJECTIVES

WERE THE INSTRUCTIONAL OBJECTIVES CLEARLY STATED FOR THIS COURSE? YES \_\_\_\_\_ NO \_\_\_\_\_ COMMENT:

## PAPERS AND HOMEWORK

COMMENT ON THE VALUE OF BOOKS, HOMEWORK, AND PAPERS (IF ANY) IN THIS COURSE.

## EXAMS

COMMENT ON THE EXAMS (QUIZZES, PRACTICALS) AS TO DIFFICULTY, FAIRNESS, ETC.

## GENERAL

1. WHAT IMPROVEMENTS IN THIS COURSE WOULD YOU SUGGEST?

2. PLEASE GIVE YOUR THOUGHTFUL EVALUATION OF THIS COURSE WITH COMMENTS. ARE YOU SATISFIED WITH WHAT YOU GOT OUT OF THIS COURSE? DO YOU CONSIDER IT A VALUABLE EDUCATIONAL EXPERIENCE? SIMPLY A MEANS OF PASSING A REQUIREMENT? OR A DISAPPOINTMENT? PLEASE COMMENT.



\_\_\_\_\_ Student  
 \_\_\_\_\_ Instructor  
 \_\_\_\_\_ Administrator

# INDIVIDUALIZED INSTRUCTION ATTITUDE SCALE

Course \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: The following statements refer to opinions regarding individualized instruction. Please circle a number from 1 to 5 indicating the extent to which you agree or disagree with each statement. Think of your reactions to individualized instruction in general.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

A. As compared to classes using traditional instructional approaches, students in individualized classes:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. learn more.  | 1 | 2 | 3 | 4 | 5 |
| 2. engage in activities more likely to be meaningful to them. | 1 | 2 | 3 | 4 | 5 |
| 3. are more likely to profit from mistakes.                   | 1 | 2 | 3 | 4 | 5 |
| 4. have more opportunities to experience success.             | 1 | 2 | 3 | 4 | 5 |
| 5. are more highly motivated to learn.                        | 1 | 2 | 3 | 4 | 5 |

B. As compared to traditional instruction, individualized instruction:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. is less likely to provide the common body of knowledge all students need to possess. | 1 | 2 | 3 | 4 | 5 |
| 2. allows students more choice in what they learn.                                      | 1 | 2 | 3 | 4 | 5 |
| 3. emphasizes the processes of learning at the expense of subject matter.               | 1 | 2 | 3 | 4 | 5 |
| 4. tends to lower educational standards for most students.                              | 1 | 2 | 3 | 4 | 5 |
| 5. is not an appropriate technique to use for a wide variety of subjects.               | 1 | 2 | 3 | 4 | 5 |
| 6. places too much responsibility on students.  | 1 | 2 | 3 | 4 | 5 |



## INDIVIDUALIZED INSTRUCTION INVENTORY

Name \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Read each of the items below and circle the number at the right which best represents the degree to which the statement applies to your instructional program.

Never Applies		Applies About Half the Time		Applies Most of the Time
1	2	3	4	5
1. Students find and correct their own mistakes.				1 2 3 4 5
2. Students are determined the reasons for their errors.				1 2 3 4 5
3. Students have opportunities to check their own work.				1 2 3 4 5
4. Different objectives are established for each student on the basis of individual interests, abilities, and/or goals.				1 2 3 4 5
5. Students, with the help of their instructors, select their own topics for study (what they want to learn) within the context of the course.				1 2 3 4 5
6. Each student decides upon the learning activity he will use in order to accomplish his objective.				1 2 3 4 5
7. Students select instructional materials and media that appeal to them from the available supply of learning resources.				1 2 3 4 5
8. Each student, alone or with his instructor, decides upon the competency level he should reach.				1 2 3 4 5
9. Each student progresses through the course of instruction independently of other class members.				1 2 3 4 5
10. Students are permitted to enter the course of instruction at designated times during the quarter.				1 2 3 4 5
11. Students are permitted to complete the course requirements at any time during the quarter.				1 2 3 4 5
12. Students work at their own rate.				1 2 3 4 5
13. Diagnostic information is obtained by closely observing and analyzing student work.				1 2 3 4 5
14. Before suggesting any change of activity, diagnostic attention is given to the particular student and his level of performance.				1 2 3 4 5

## FACULTY ASSESSMENT DEVICES

## INDIVIDUALIZED INSTRUCTION INVENTORY

Course \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Read each of the items below and circle the number at the right which best represents the degree to which the statement applies to your instructional program.

Seldom Applies		Applies About Half the Time		Applies Most of the Time
1	2	3	4	5
1. Students find and correct their own mistakes.	1	2	3	4 5
2. Students to determine the reasons for their errors.	1	2	3	4 5
3. Students have opportunities to check their own work.	1	2	3	4 5
4. Different objectives are established for each student on the basis of individual interests, abilities, and/or goals.	1	2	3	4 5
5. Students, with the help of their instructors, select their own topics for study (what they want to learn) within the context of the course.	1	2	3	4 5
6. Each student decides upon the learning activity he will use in order to accomplish his objective.	1	2	3	4 5
7. Students select instructional materials and media that appeal to them from the available supply of learning resources.	1	2	3	4 5
8. Each student, alone or with his instructor, decides upon the competency level he should reach.	1	2	3	4 5
9. Each student progresses through the course of instruction independently of other class members.	1	2	3	4 5
10. Students are permitted to enter the course of instruction at designated times during the quarter.	1	2	3	4 5
11. Students are permitted to complete the course requirements at any time during the quarter.	1	2	3	4 5
12. Students work at their own rate.	1	2	3	4 5
13. Diagnostic information is obtained by closely observing and analyzing student work.	1	2	3	4 5
14. Before suggesting any change of activity, diagnostic attention is given to the particular student and his level of performance.	1	2	3	4 5



- |  | Student | Instructor |   |   |   |
|--|---------|------------|---|---|---|
| 15. The learning activity for each student to use in accomplishing his objective is prescribed or approved by the instructor.  | 1       | 2          | 3 | 4 | 5 |
| 16. Students are evaluated on their performance in relation to the stated objective.   | 1       | 2          | 3 | 4 | 5 |
| 17. Students are evaluated according to established standards of performance.  | 1       | 2          | 3 | 4 | 5 |
| 18. Intra-class groupings are formed to serve a variety of instructional purposes.   | 1       | 2          | 3 | 4 | 5 |
| 19. Intra-class groupings are changed frequently.  | 1       | 2          | 3 | 4 | 5 |
| 20. Information obtained from pretests is used for placing students in the proper sequence of learning activities.   | 1       | 2          | 3 | 4 | 5 |
| 21. Information obtained from previous school records is used for placing students in the proper sequence of learning activities.  | 1       | 2          | 3 | 4 | 5 |
| 22. Information obtained from interviews with students is used for placing students in the proper sequence of learning activities.   | 1       | 2          | 3 | 4 | 5 |
| 23. Objectives are written to include the desired student behavior, the conditions under which the behavior is shown, and the accepted standard of performance.  | 1       | 2          | 3 | 4 | 5 |
| 24. Teacher-made materials such as work sheets, games, transparencies, and charts are used by students.  | 1       | 2          | 3 | 4 | 5 |
| 25. At their convenience, students are able to use audio-visual equipment, such as records and record players; tape recordings and tape recorders; film strips, slides, 35 mm films, and projection equipment. | 1       | 2          | 3 | 4 | 5 |

3. maximizes the processes of learning at the expense of subject matter 1 2 3 4 5

4. leads to lower educational standards for most students 1 2 3 4 5

5. is not an appropriate technique to use for a wide variety of subjects 1 2 3 4 5

6. places too much responsibility on students 1 2 3 4 5

\_\_\_\_\_ Student  
 \_\_\_\_\_ Instructor  
 \_\_\_\_\_ Administrator

# INDIVIDUALIZED INSTRUCTION ATTITUDE SCALE

Course \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: The following statements refer to opinions regarding individualized instruction. Please circle a number from 1 to 5 indicating the extent to which you agree or disagree with each statement. Think of your reactions to individualized instruction in general.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

A. As compared to classes using traditional instructional approaches, students in individualized classes:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. learn more  | 1 | 2 | 3 | 4 | 5 |
| 2. engage in activities more likely to be meaningful to them | 1 | 2 | 3 | 4 | 5 |
| 3. are more likely to profit from mistakes                   | 1 | 2 | 3 | 4 | 5 |
| 4. have more opportunities to experience success             | 1 | 2 | 3 | 4 | 5 |
| 5. are more highly motivated to learn                        | 1 | 2 | 3 | 4 | 5 |

B. As compared to traditional instruction, individualized instruction:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. is less likely to provide the common body of knowledge all students need to possess | 1 | 2 | 3 | 4 | 5 |
| 2. allows students more choice in what they learn                                      | 1 | 2 | 3 | 4 | 5 |
| 3. emphasizes the processes of learning at the expense of subject matter               | 1 | 2 | 3 | 4 | 5 |
| 4. tends to lower educational standards for most students                              | 1 | 2 | 3 | 4 | 5 |
| 5. is not an appropriate technique to use for a wide variety of subjects               | 1 | 2 | 3 | 4 | 5 |
| 6. places too much responsibility on students  | 1 | 2 | 3 | 4 | 5 |



## ASSESSMENT OF INDIVIDUALIZED INSTRUCTIONAL MATERIALS

**DIRECTIONS:** For each item, circle the number in the rating column which best describes the quality level according to the following key:

1. Strongly Disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly Agree

### Objectives

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Appropriate for <u>my class</u>                | 1 | 2 | 3 | 4 | 5 |
| 2. Represent different levels of cognitive domain | 1 | 2 | 3 | 4 | 5 |
| 3. Important for student to learn                 | 1 | 2 | 3 | 4 | 5 |

### Basic Concept

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Important enough to warrant student's time | 1 | 2 | 3 | 4 | 5 |
| 2. Clearly defined                            | 1 | 2 | 3 | 4 | 5 |
| 3. Logically broken into component parts      | 1 | 2 | 3 | 4 | 5 |
| 4. Appropriate for my class                   | 1 | 2 | 3 | 4 | 5 |

### Activities

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Relate to objectives and basic concepts (no irrelevant activities)           | 1 | 2 | 3 | 4 | 5 |
| 2. Provide practice for behavior(s) indicated in the objective                  | 1 | 2 | 3 | 4 | 5 |
| 3. Clearly stated   | 1 | 2 | 3 | 4 | 5 |
| 4. Appropriate for the group (developmental and intellectual level)             | 1 | 2 | 3 | 4 | 5 |
| 5. Include a variety from which a student may choose                            | 1 | 2 | 3 | 4 | 5 |
| 6. Possible within classroom facilities   | 1 | 2 | 3 | 4 | 5 |
| 7. Include group as well as individual experiences                              | 1 | 2 | 3 | 4 | 5 |
| 8. Provide opportunity for something in addition to reading and writing answers | 1 | 2 | 3 | 4 | 5 |

Resource Materials

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Current and up-to-date  | 1 | 2 | 3 | 4 | 5 |
| 2. Available within reasonable cost limits and difficulty in attaining | 1 | 2 | 3 | 4 | 5 |
| 3. Include real objects to see and/or use                              | 1 | 2 | 3 | 4 | 5 |
| 4. Include a variety of materials                                      | 1 | 2 | 3 | 4 | 5 |
| 5. Reading level appropriate for student                               | 1 | 2 | 3 | 4 | 5 |

Evaluation

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Pre-test - represents all objectives                     | 1 | 2 | 3 | 4 | 5 |
| measures at level of objectives                             | 1 | 2 | 3 | 4 | 5 |
| can be used for assessment in determination of activities   | 1 | 2 | 3 | 4 | 5 |
| includes scoring key  | 1 | 2 | 3 | 4 | 5 |
| 2. Self evaluation devices are included in student material | 1 | 2 | 3 | 4 | 5 |
| 3. Post-test - represents all objectives                    | 1 | 2 | 3 | 4 | 5 |
| measures at level of objectives                             | 1 | 2 | 3 | 4 | 5 |
| different from pre-test                                     | 1 | 2 | 3 | 4 | 5 |
| includes scoring key  | 1 | 2 | 3 | 4 | 5 |



\_\_\_\_ Student  
 \_\_\_\_\_ Instructor  
 \_\_\_\_\_ Administrator

# INDIVIDUALIZED INSTRUCTION ATTITUDE SCALE

Course \_\_\_\_\_ Date \_\_\_\_\_

**DIRECTIONS:** The following statements refer to opinions regarding individualized instruction. Please circle a number from 1 to 5 indicating the extent to which you agree or disagree with each statement. Think of your reactions to individualized instruction in general.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

1. As compared to classes using traditional instructional approaches, students in individualized classes:

1. learn more \_\_\_\_\_ 1 2 3 4 5

2. engage in activities more likely to be meaningful to them \_\_\_\_\_ 1 2 3 4 5

## ADMINISTRATOR ASSESSMENT DEVICES

3. are more likely to profit from mistakes \_\_\_\_\_ 1 2 3 4 5

4. have more opportunities to experience success \_\_\_\_\_ 1 2 3 4 5

5. are more highly motivated to learn \_\_\_\_\_ 1 2 3 4 5

2. As compared to traditional instruction, individualized instruction:

1. is less likely to provide the common body of knowledge all students need to possess \_\_\_\_\_ 1 2 3 4 5

2. allows students more choice in what they learn \_\_\_\_\_ 1 2 3 4 5

3. emphasizes the processes of learning at the expense of subject matter \_\_\_\_\_ 1 2 3 4 5

4. tends to lower educational standards for most students \_\_\_\_\_ 1 2 3 4 5

5. is not an appropriate technique to use for a wide variety of subjects \_\_\_\_\_ 1 2 3 4 5

6. places too much responsibility on students \_\_\_\_\_ 1 2 3 4 5

\_\_\_\_ Student

\_\_\_\_ Instructor

\_\_\_\_ Administrator

## INDIVIDUALIZED INSTRUCTION ATTITUDE SCALE

Course \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: The following statements refer to opinions regarding individualized instruction. Please circle a number from 1 to 5 indicating the extent to which you agree or disagree with each statement. Think of your reactions to individualized instruction in general.

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|--|---|---|---|---|---|
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| 3. are more likely to profit from mistakes                   | 1 | 2 | 3 | 4 | 5 |
| 4. have more opportunities to experience success             | 1 | 2 | 3 | 4 | 5 |
| 5. are more highly motivated to learn                        | 1 | 2 | 3 | 4 | 5 |

B. As compared to traditional instruction, individualized instruction:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. is less likely to provide the common body of knowledge all students need to possess | 1 | 2 | 3 | 4 | 5 |
| 2. allows students more choice in what they learn                                      | 1 | 2 | 3 | 4 | 5 |
| 3. emphasizes the processes of learning at the expense of subject matter               | 1 | 2 | 3 | 4 | 5 |
| 4. tends to lower educational standards for most students                              | 1 | 2 | 3 | 4 | 5 |
| 5. is not an appropriate technique to use for a wide variety of subjects               | 1 | 2 | 3 | 4 | 5 |
| 6. places too much responsibility on students  | 1 | 2 | 3 | 4 | 5 |



# COST-BENEFIT ANALYSIS COST-BENEFIT ANALYSIS

Title of Program

Time Period from

The cost-benefit analysis compares program costs to quantitative program outcomes and benefits. It is a way of justifying the money expended by the benefits received.

Total Program Cost

Requests for further information regarding the use and cost of this evaluation procedure should be directed to the address given below.

Net Program Cost (Total Expend)

Net Cost Per Student Enrolled

Net Meyer, Crawford, and Klaurens. Coordination in Cooperative Vocational Education.

Average Annual Cost Charles E. Merrill Publishing Company

Enrolled in Other Program Columbus, Ohio

the School Copyright, 1975

OUTCOME FACTORS	PROJECTED GOALS (Numbers)	ACTUAL OUTCOMES (Numbers)
Student Enrollment		
Students Placed in Jobs (% after Completion)		
Students Earning Over \$500 per Month		
Students Rated Above Average by Employers		
Students Who Rated the Program "Highly Beneficial"		
Students Who are "Very Satisfied" in Present Job		
Parents Who Rated the Program as "Very Beneficial"		
(Other Factors Taken from Program Goals)		

In Meyer, Warren C., Crawford, Leo, and Klaurens, Mary E. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, Copyright 1975.

## COST-BENEFIT ANALYSIS

Title of Program \_\_\_\_\_  
 Time Period from \_\_\_\_\_ to \_\_\_\_\_

COST FACTORS	PROJECT COST	ANNUAL COST
Total Program Cost		
Total Outside Funding		
Net Program Cost (Local Funds)		
Net Cost Per Student Enrolled		
Net Cost Per Student Placed		
Average Annual Cost Per Student Enrolled in Other Programs in the School		
OUTCOME FACTORS	PROJECTED GOALS (Numbers)	ACTUAL OUTCOMES (Numbers)
Student Enrollment		
Students Placed in Jobs (6Mos. after Completion)		
Students Earning Over \$500 per Month		
Students Rated Above Average by Employers		
Students Who Rated the Program "Highly Beneficial"		
Students Who are "Very Satisfied" in Present Job		
Parents Who Rated the Program as "Very Beneficial"		
(Other Factors Taken from Program Goals)		

In Meyer, Warren G., Crawford, Lucy, and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, Copyright 1975.



## EMPLOYEE PERFORMANCE

NOTE: Tasks to be included on this form should be those identified via a task analysis for your particular occupational area. If this has not been done, such an analysis would be appropriate.

DIRECTIONS: This rating scale is designed for use by employers as they assess the amount of skill actually demonstrated by the employee on the job. Please rate the employee's performance for the tasks identified below according to amount of skill demonstrated as follows:

L - Limited Skill - Supervision is required

M - Moderate Skill - Minimum supervision required

S - Skilled - Works independently

## EXAMPLES:

- |   |   |   |   |
|---|---|---|---|
| 1. Hangs doors, using butt hinges.  | L | M | S |
| 2. Reads a thermometer.   | L | M | S |
| 3. Types 50 words per minute accurately.  | L | M | S |
| 4. Measures using architect's mechanical, engineer's and civil engineer's scales. | L | M | S |
| 5. Sews welts into cushion border.  | L | M | S |

## EMPLOYER ASSESSMENT DEVICES

## EMPLOYEE PERFORMANCE

NOTE: Tasks to be included on this form should be those identified via a task analysis for your particular occupational area. If this has not been done, such an analysis would be appropriate.

DIRECTIONS: This rating scale is designed for use by employers as they assess the amount of skill actually demonstrated by the employee on the job. Please rate the employee's performance for the tasks identified below according to amount of skill demonstrated as follows:

- L - Limited Skill - Supervision is required
- M - Moderate Skill - Minimum supervision required
- S - Skilled - Works independently

## EXAMPLES:

- |   |   |   |   |
|---|---|---|---|
| 1. Hangs doors, using butt hinges.  | L | M | S |
| 2. Reads a thermometer accurately.  | L | M | S |
| 3. Types 50 words per minute accurately.  | L | M | S |
| 4. Measures using architect's mechanical, engineer's and civil engineer's scales. | L | M | S |
| 5. Sews welts into cushion border.  | L | M | S |

If the employee has resigned, please indicate the reason(s).

\_\_\_\_ Lack of job satisfaction.

\_\_\_\_ Insufficient wages.

\_\_\_\_ Changed occupations.

\_\_\_\_ Moved.

\_\_\_\_ Not known.

\_\_\_\_ Other (please specify) \_\_\_\_\_



## EMPLOYMENT CHECKLIST

DIRECTIONS: Please check the item that relates to the employment status of the employee identified below.

Employee \_\_\_\_\_ Date \_\_\_\_\_ Job \_\_\_\_\_

The employee:

1. Is currently employed in this firm \_\_\_\_\_ Yes  
 \_\_\_\_\_ No (complete 2 or 3)

If currently employed, the employee's performance is

\_\_\_\_\_ above average

\_\_\_\_\_ average

\_\_\_\_\_ below average

2. If the employee has been discharged, please indicate the reason(s).

\_\_\_\_\_ Job performance was below standard. \_\_\_\_\_ Insubordination.

\_\_\_\_\_ Could not work with others. \_\_\_\_\_ Job was terminated.

\_\_\_\_\_ Was not dependable.

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

3. Has resigned.

If the employee has resigned, please indicate the reason(s).

\_\_\_\_\_ Lack of job satisfaction. \_\_\_\_\_ Insufficient wages.

\_\_\_\_\_ Changed occupations. \_\_\_\_\_ Moved.

\_\_\_\_\_ Not known.

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

## ASSESSMENT OF EMPLOYEE TRAITS

Will you please complete the following and return within 5 days?

Report on \_\_\_\_\_ Date \_\_\_\_\_

Please check the statements under each item that would best describe the student.

## Attitude Toward Criticism

- \_\_\_\_\_ Asks for constructive criticism
- \_\_\_\_\_ Accepts criticism, profits by suggestions
- \_\_\_\_\_ Accepts criticism, does nothing about it
- \_\_\_\_\_ Resents criticism

## Attitude Toward Work

- \_\_\_\_\_ Positive approach, wants to succeed
- \_\_\_\_\_ Enjoys work and shows promise
- \_\_\_\_\_ "I don't care" attitude prevails at times
- \_\_\_\_\_ Negative approach, appears bored with the job

## Cooperation

- \_\_\_\_\_ Cooperates willingly at all times
- \_\_\_\_\_ Usually cooperates with others
- \_\_\_\_\_ Often indicates resentment toward cooperating with others
- \_\_\_\_\_ Unwilling to cooperate with others

## Courtesy

- \_\_\_\_\_ Always considerate and courteous
- \_\_\_\_\_ Usually is considerate and polite
- \_\_\_\_\_ Polite to customer but inconsiderate of fellow workers
- \_\_\_\_\_ Inconsiderate of others, rude to others

## Initiative

- \_\_\_\_\_ Energetic, capable and willing to go beyond mere assigned duties
- \_\_\_\_\_ Performs routine work accurately
- \_\_\_\_\_ Needs occasional prodding to complete routine
- \_\_\_\_\_ Fails to complete expected work

## Knowledge of Job

- \_\_\_\_\_ Understands the job thoroughly
- \_\_\_\_\_ Is interested and desires to learn more about job
- \_\_\_\_\_ Listens to instructions but does not seem to understand
- \_\_\_\_\_ Has little understanding of the job, does not try to learn

## Performance on Job

- \_\_\_\_\_ Performs duties with high degree of accuracy
- \_\_\_\_\_ Usually performs skillfully and with relative ease
- \_\_\_\_\_ Listens to instructions but fails to follow through
- \_\_\_\_\_ Extremely careless and inaccurate in job performance



## Personal Appearance

- ☐ Attractive, neat, and appropriately groomed at all times  
☐ Usually is neat and attractive  
☐ Frequently neglects personal appearance  
☐ Must improve personal appearance to maintain the job

## Reliability

- ☐ Can always be depended upon and extremely conscientious  
☐ Can usually be depended upon, conscientious  
☐ Completes job but requires close supervision  
☐ Unreliable

## Work Habits

- ☐ Efficient, manages time and energy well  
☐ Industrious but not always efficient  
☐ Frequently wastes time and energy  
☐ Fails to manage time and energy well, lazy

## Additional comments:

Signature \_\_\_\_\_

Vocational Psychology Research  
 Elliott Hall  
 University of Minnesota  
 Minneapolis, Minnesota 55432  
 Phone: 612-376-7377

MINNESOTA SATISFACTORINESS SCALES  
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Description. The Minnesota Satisfactoriness Scales (MSS) are designed to measure an employee's satisfactoriness on a job. The MSS is usually completed by the employee's supervisor who evaluates the employee on 28 items concerning the employee's behavior on the job. The MSS provides scores on five scales: Performance, Conformance, Dependability, Personal Adjustment and General Satisfactoriness.

Availability. Requests for purchase of the MSS should include a description of the qualifications of the prospective user. The MSS is available for use only under the supervision of qualified psychologists.

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Minneapolis, Minnesota 55455

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## III. 1. PROFILE FOR ATTITUDES TOWARD INDIVIDUALIZED INSTRUCTION

**DIRECTIONS:** To analyze the ratings on the Individualized Instruction Attitude Scale, transfer the numerical rating for each item to the corresponding blank below. Add the ratings for each factor. Enter these totals beside the numerals on the right. These totals can then be compared to the criteria levels previously established in task 2.4 in the model. Possible total scores for each factor are shown in parentheses.

I. Outcomes (25)

- |  |       |          |
|--|-------|----------|
| 11. Common body of knowledge . . . . .         | _____ |          |
| 12. Processes of learning . . . . .            | _____ |          |
| 13. Lower educational standards . . . . .      | _____ |          |
| 14. Not for wide variety of subjects . . . . . | _____ |          |
| 15. Too much responsibility . . . . .          | _____ | I. _____ |

## DATA SUMMARIZATION FORMS

II. Effect upon Students (30)

- |  |       |           |
|--|-------|-----------|
| 11. Learn more . . . . .                 | _____ |           |
| 12. Activities more meaningful . . . . . | _____ |           |
| 13. Profit from mistakes . . . . .       | _____ |           |
| 14. Experience success . . . . .         | _____ |           |
| 15. Highly motivated to learn . . . . .  | _____ |           |
| 16. Allows more choice . . . . .         | _____ | II. _____ |

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#### I. Outcomes (25)

- B1. Common body of knowledge . . . . . \_\_\_\_\_
- B3. Processes of learning . . . . . \_\_\_\_\_
- B4. Lower educational standards . . . . . \_\_\_\_\_
- B5. Not for wide variety of subjects . . . . . \_\_\_\_\_
- B6. Too much responsibility . . . . . \_\_\_\_\_ I. \_\_\_\_\_

#### II. Effect upon Students (30)

- A1. Learn more . . . . . \_\_\_\_\_
- A2. Activities more meaningful . . . . . \_\_\_\_\_
- A3. Profit from mistakes . . . . . \_\_\_\_\_
- A4. Experience success . . . . . \_\_\_\_\_
- A5. Highly motivated to learn . . . . . \_\_\_\_\_
- B2. Allows more choice . . . . . \_\_\_\_\_ II. \_\_\_\_\_

#### IV. Type of Evaluation (25)

12. Diagnostic information obtained . . . . . \_\_\_\_\_
14. Diagnostic information gained from student and performance level . . . . . \_\_\_\_\_
15. Learning activities prescribed or approved by student . . . . . \_\_\_\_\_



### III. 2. PROFILE FOR INDIVIDUALIZATION

**DIRECTIONS:** To analyze the ratings on the Individualized Instruction Inventory, transfer the numerical rating for each item to the corresponding blank below. Add the ratings for each factor. Enter these totals beside the numerals to the right. These totals can then be compared to the criteria levels previously established in task 2.4 in the model. Possible total scores for each factor are shown in parentheses.

#### I. Self-Evaluation (15)

1. Find and correct own mistakes . . . . . \_\_\_\_\_
2. Determine reasons for errors . . . . . \_\_\_\_\_
3. Check own work . . . . . \_\_\_\_\_ I. \_\_\_\_\_

#### II. Student Involvement in Decision Making (25)

4. Objectives based on individual interests . . . . . \_\_\_\_\_
5. Select own topics for study . . . . . \_\_\_\_\_
6. Decides upon learning activity . . . . . \_\_\_\_\_
7. Select instructional material and media . . . . . \_\_\_\_\_
8. Decides upon competency level to reach . . . . . \_\_\_\_\_ II. \_\_\_\_\_

#### III. Flexibility of Pacing (20)

9. Progresses through course independently . . . . . \_\_\_\_\_
10. Permitted to enter course at designated time . . . . . \_\_\_\_\_
11. Permitted to complete course at any time . . . . . \_\_\_\_\_
12. Work at own rate . . . . . \_\_\_\_\_ III. \_\_\_\_\_

#### IV. Types of Evaluation (25)

13. Diagnostic information obtained . . . . . \_\_\_\_\_
14. Diagnostic information gained from student and performance level . . . . . \_\_\_\_\_
15. Learning activity prescribed or approved by instructor . . . . . \_\_\_\_\_

16. Evaluate performance in relation to objective . . . \_\_\_\_\_
17. Evaluated by established standards of performance . . . . . \_\_\_\_\_ IV. \_\_\_\_\_

V. Intra-Class Groupings (10)

18. Serve variety of instructional purposes . . . . . \_\_\_\_\_
19. Changed frequently . . . . . \_\_\_\_\_ V. \_\_\_\_\_

VI. Information for Placement of Students (15)

20. Pretests used for placing students . . . . . \_\_\_\_\_
21. Previous school records used for placing students . . . . . \_\_\_\_\_
22. Interviews with students used for placement . . . \_\_\_\_\_ VI. \_\_\_\_\_

VII. Materials and Equipment (15)

23. Objectives include behavior, conditions, and performance . . . . . \_\_\_\_\_
24. Teacher-made materials used by students . . . . . \_\_\_\_\_
25. Equipment used at students' convenience . . . . . \_\_\_\_\_ VII. \_\_\_\_\_



#### IV. SUGGESTIONS FOR CRITERIA LEVELS AND SUMMARIZATION OF DATA

<u>Assessment Devices</u>	<u>Criteria Levels</u>
Achievement Tests	Ninety per cent of the students reach ninety per cent on all the objectives
Reactions to Course, Instructor, and Instructional Materials	*Establish acceptable total scores for each section
Illinois Course Evaluation	Establish acceptable score
Individualized Instruction Attitude Scale	*Establish acceptable total scores for each factor
Individualized Instruction Inventory	*Establish acceptable total scores for each factor
Assessment of Individualized Instructional Materials	*Establish acceptable total scores and sub-scores
Cost-Benefit Analysis	Examine actual cost and outcomes
Employee Performance	Identify strengths and weaknesses
Assessment of Employee Traits	Identify strengths and weaknesses
Minnesota Satisfactoriness Scale	Refer to the users' manual

\*Note - In making a decision about the minimum score, you may wish to consider a minimum acceptable level for each item as well as a minimum total score. For example, ratings of less than '3' may not be acceptable on any item.